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ABSTRACT

In order to investigate the relationship between voluntary desegregation and children's self-concept, and perceptions of control over their achievement, the Piers-Harris Children's Self-Concept Scale, the Children's Nowicki-Strickland Internal-External Scale (CNS-IE) or the Preschool and Primary Nowicki-Strickland Internal-External Scale (PPNS-IE), and the Academic Achievement Accountability Questionnaire (AAA) were administered to a sample of 299 black and white, K-6th grade children. The data were analyzed by a series of analyses of variance. On the CNS-IE, mean scores obtained by the black opt-out children were significantly higher than the mean scores obtained by the white opt-in children indicating the black children had a more external locus of control orientation. Second graders and black neighborhood children obtained significantly lower mean scores on the AAA indicating they have a more external locus of control compared to the other groups of children. On the Children's Self-Concept Scale, the children in grades 3-4 and the black neighborhood children obtained significantly higher mean scores indicating they have a more positive self-concept compared to the other groups of children. (Author)

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THE RELATIONSHIP BETWEEN VOLUNTARY REDUCTION OF MINORITY ISOLATION AND VARIED MEASURES OF AFFECT

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Abstract

In order to investigate the relationship between voluntary desegregation and children's self-concept, and perceptions of control over their achievement, the Piers-Harris Children's Self-Concept Scale, the Children's Nowicki-Strickland Internal-External Scale (CNS-IE) or the Preschool and Primary Nowicki-Strickland Internal-External Scale (PPNS-IE), and the Academic Achievement Accountability Questionnaire (AAA) were administered to a sample of 299 black and white, K-6th grade children. The data were analyzed by a series of analyses of variance. On the CNS-IE, mean scores obtained by the black opt-out children were significantly higher than the mean scores obtained by the white opt-in children indicating the black children had a more external locus of control orientation. Second graders and black neighborhood children obtained significantly lower mean scores on the AAA indicating they have a more external locus of control compared to the other groups of children. On the Children's Self-Concept Scale, the children in grades 3-4 and the black neighborhood children obtained significantly higher mean scores indicating they have a more positive self-concept compared to the other groups of children.

The Relationship Between Voluntary Reduction of Minority Isolation and Varied Measures of Affect

Over twenty-five years have passed since the Supreme Court's famous decision in Brown vs. Board of Education (1954), yet uncertainty abounds within the general public, educators, and psychologists regarding desegregation and its effects (Bradley & Bradley, 1977; Rist, 1979; St. John, 1970, 1975; "A Tale of Four Cities," 1979). The question "What comes after desegregation?" has to be asked and attempts made to answer it. Katz (1968) suggested that the following kinds of research were needed to answer that question: research on white resistance; research on black attitudes about school desegregation; research on compliance of school officials with desegregation plans; research on freedom of choice vs. mandatory integration plans; research on enlisting support of influential private citizens; and research on relationships between desegregation and attitudes of parents and school personnel, academic achievement of black and white children, social relations, and self-concepts. It is evident that in 1980 much research is still needed. It has been the area of academic achievement that has received major attention in the last decade. Section 402 of the 1965 Civil Rights Act commissioned the U.S. Office of Education to conduct the Equality of Educational Opportunity Survey (EEOS) (Coleman, Campbell, Hobson, McPartland, Mood, Weinfeld, & York, Note 1) which, because of its scope and controversial findings, led to many reanalyses of the data and served

as the impetus for several new field studies. The EEOS reported extensive segregation of white and black students in American public schools, but only minor differences in the facilities available to both groups of students. Additional data indicated that the achievement level of black students was lower than that of white, but that the educational aspirations of black students equaled or exceeded those of white students. It appeared that the blacks were equally motivated. Thus, of major import to desegregation policy was the finding that the verbal ability scores of black students increased as the proportion of white students increased in the schools. It has been hypothesized that this relationship is due to black students acquisition of achievement-related values held by white. This transmission of values hypothesis has been a major force in the desegregation movement. However, not everyone accepts the validity of the hypothesis or the results of the EEOS (Bradley & Bradley, 1977; Gerard & Miller, 1975; St. John, 1970, 1975; Weinberg, 1975).

St. John's (1970, 1975) and Bradley and Bradley's (1977) comprehensive reviews of the literature indicate that desegregation has been neither successful or unsuccessful in increasing the achievement level of black children while Weinberg (1975) reports that desegregation has had overall positive effects on minority achievement levels.

Just what effect desegregated education will have on individual children will depend on many variables in and out of the classroom. One such variable is the concept of locus of control. It is believed that if a child comes to view his/her own personal efforts (internal) rather than events in the environment (external) as responsible for his/her

successes and failures, the more likely he/she will exert the effort to achieve success. It was found that the best single predictor of scholastic achievement for minority children in grades 6, 9, and 12 was their feeling of internal control over the environment (Coleman et al., Note 1). Several studies have reported that minority group members are more external than their majority group peers and have suggested that enhancement of an internal locus of control is needed (Battle & Rotter, 1963; Lefcourt & Ladwig, 1966; Zytkoskee, Strickland, & Watson, 1971). Whereas Milgram (1971) and Milgram, Shore, Riedel, and Malasky (1970) found no racial differences in "disadvantaged" kindergarteners and first graders or first, fourth, seventh, and tenth graders from working and lower middle class homes. It would appear that the data on the locus of control orientation of black and white children is as inconsistent and inadequate as the achievement data.

Another important variable to investigate is self-concept as the black child's self-concept, identity, and acceptance are interwoven. Desegregation may have either a positive or negative effect on the child's self-concept and social adjustment just as it does on his/her academic performance. Much concern has been expressed about the black person's self-concept and identity, but the actual research in the area has been minimal. Numerous authors have reported that young black children have low self-esteem and negative racial attitudes (Asher & Allen, 1969; Clark, 1952, 1963; Clark & Clark, 1939; Goodman, 1952; Proshansky & Newton, 1968). Only the more recent studies have indicated a more positive view of the black child's self-concept and ethnic identity (Fox & Barnes,

1971; Hraba & Grant, 1970; Lipscomb, 1975; H. McAdoo, 1970, 1976; J. McAdoo, 1970; Ward & Braun, 1972). McAdoo (1976) and Proshansky and Newton (1968) report that the black child's perceptions of who he/she is result from the interaction with the environment and the extent to which the child's ethnic or racial membership is socially acceptable.

Only McAdoo's (1976) study has looked at the black child's self-concept and race attitudes over time and what she found was the children developed more positive attitudes toward their own group over a five year period. She posited that the more supportive environmental changes that occurred over the five years increased the developmental changes and resulted in the children being able to place a positive evaluation on their own ethnic group. It appears that a supportive environment is a must if we expect black children to have positive self-concepts and race attitudes. If there is an emphasis on white ethnic norms and very limited opportunity for the black student to identify with authority figures who share some of his/her interests, then problems will undoubtedly arise. The relationship between desegregation/integration and attitudes must be explored. Webster (1952) found that contact between the black and white students resulted in the white students having more negative attitudes about the black students. Lombardi (1963) reported that classroom contact did not change the attitude of the white students toward the black students. In 1968, Chesler and Segal interviewed several hundred black high school students and found that almost one-half of the group encountered considerable resentment and hostility when they entered desegregated schools. Approximately 33 percent of the students

experienced positive and negative reactions, indifference or avoidance. About 15 percent felt included and welcome. The students were interviewed after they had attended the desegregated schools for a year, and many reported that they still had not gained much rapport with or faith in their white classmates. Some of the difficulties that the black high school students reported may not seem unusual in view of the adolescent's usual plight; yet the problems may become very serious if the students think their identity and independence are being threatened by students from another race.

It would be impossible for one to attempt to explore all of the areas of research suggested by Katz (1968), but one can take a few steps at a time in the attempt to answer the question "What comes after desegregation?" This study attempted to do that by investigating the relationship between voluntary reduction of minority isolation and children's self-concepts and perceptions of control over their successes and failures (locus of control), and parents' and children's attitudes toward their school program.

Method

Subjects

The primary sample consisted of 299 black and white elementary school children in grades K-6 from a large, midwestern city with a population of 109,000 people. There were four groups of children: (a) all the black children from a school with the largest percentage of minority children in the city (target school) who had chosen to attend a predominately white school outside of their own neighborhood (black opt-out

children); (b) all white children in grades 2-6 who had chosen to attend the target school which was outside their own neighborhood and a random sample of white children in grades K-1 who chose to attend the target school (white opt-in children); (c) all black children in grades 2-6 who attended the target school and chose not to opt-out as well as a random sample of K-1 children from the same school (black neighborhood children); and (d) all white children in grades 2-6 who attended the same school and chose not to opt-out (white neighborhood children). The number of children in each group and grade level is indicated in Table 1.

Insert Table 1 about here

In addition, a random sample of children and parents/guardians from the black opt-out, white opt-in, and black neighborhood groups were interviewed individually regarding their attitudes toward the school program. Interviews were conducted with 119 students and 99 parents/guardians. See Table 2 for the delineation of groups and grade levels.

Insert Table 2 about here

Instruments

The format for the parent and child interviews was developed by the first two authors and evaluated by the support staff at the target school. The content of the structured interviews was based on a needs assessment of the staff members of the target school as they indicated what they felt

they needed to know from parents and children in order to evaluate the effectiveness of the voluntary desegregation program at their school. (Copies of the interview forms may be obtained from the senior author.)

Four testing instruments were used: The Piers-Harris Children's Self-Concept Scale (Piers & Harris, 1969); Nowicki and Strickland's (1973) Internal-External Control Scales for Children (CNS-IE) and the Preschool and Primary form of the CNS-IE, the PPNS-IE (Nowicki & Duke, 1974); and Clifford's (1976) revised Academic Achievement Accountability Questionnaire (AAA). Each instrument took approximately 15-20 minutes to administer. Not all subjects were given all instruments.

Procedure

The Piers-Harris Children's Self-Concept Scale, the CNS-IE, and the AAA were group administered to all children in grades 3-6 in the target school. The directions were read out loud and each item read twice by the classroom teacher and/or a member of the school support staff (counselor, media specialist, etc.). The Piers-Harris and the CNS-IE were also group administered to all second graders by the classroom teacher. Again the directions were read out loud and each item read twice. The only second graders who were given the AAA were those who attended the Family School at the target school. The Family School is a program which follows the open education concept and combines all grade levels.

In addition, parent permission was obtained to individually administer all three test instruments to the black opt-out children in grades 2-6 and administer the PPNS-IE to a random sample of white opt-in children in grades K-1, a random sample of black neighborhood children in grades

K-1, and a random sample of white opt-in children in grades K-1 who had attended the target school for at least one year then returned to their neighborhood school. Permission was also obtained to individually interview the specific children above, all white children in grades 2-6 who had opted in to the target school, and the parents of these specific children. The individual test administrations and interviews for the children were conducted in a quiet area in their school; whereas the parents were given the option of interviews via the telephone, at school, or in their homes. The individual administration of the tests and the interviews were conducted by the first two authors, who were experienced in working with black and white children and parents.

Design

The data were analyzed by three 3 x 4 analyses of variance (ANOVA) in which group membership and grade level were the independent variables and scores on the test instruments were the dependent variables. A separate one way ANOVA was run for the kindergarten and first grade children in which group membership was the independent variable and the scores on the PPVS-IE the dependent variable. A Duncan's Multiple Range Test was run to determine which means were significantly different. The statistical hypotheses were tested using the .05 level of significance.

In addition to the above analyses, the responses to the interviews were tabulated and reported.

Results

Table 3 is a tabulation of the results with the CNS-IE scores as the dependent variable and Table 4 contains the means for each grade

level and each group. As indicated in Table 3, neither group membership nor grade level was significantly related to the children's score on this specific locus of control measure. However, it should be noted that the Duncan's Multiple Range Test indicated the mean scores obtained by the black opt-out children were significantly higher than the mean scores obtained by the white opt-in children (20.70 vs. 17.46).

Insert Tables 3 and 4 about here

Table 5 contains the tabulation of results with the AAA scores as the dependent variable and Table 6 contains the means for each grade level and each group. Significant main effects for grade level, F (2, 190) = 6.22, $p < .05$, and group membership, F (3, 190) = 3.37, $p < .05$, were obtained. The Duncan's Multiple Range Tests indicated that the second graders obtained significantly lower mean scores on the AAA than the third and fourth graders or fifth and sixth graders, and the black neighborhood children obtained significantly lower mean scores than the white neighborhood children.

Insert Tables 5 and 6 about here

The tabulation of results with the scores on the Piers-Harris Children's Self-Concept Scale as the dependent variable is presented in Table 7, and Table 8 contains the means for each grade level and group. Significant main effects for grade level, F (2, 237) = 4.11, $p < .05$, and group membership, F (3, 237) = 3.87, $p < .01$, were found.

The results of the Duncan's Multiple Range Test show that the children in grades 3-4 obtained significantly higher mean scores on the self-concept scale than the children in grades 5-6 (59.15 vs. 53.88), and the black neighborhood children obtained significantly higher mean scores on the scale than did the white neighborhood and black opt-out children (61.03 vs. 54.35 and 54.66, respectively).

Insert Tables 7 and 8 about here

The results of the one way ANOVA in which the PPNS-IE scores were the dependent variable are presented in Table 9, and Table 10 contains the means for each group. Group membership was not found to be significantly related to PPNS-IE scores.

Insert Tables 9 and 10 about here

The responses to the interview questions that were common to more than one group of children were tabulated and are reported in 15 tables which are available from the senior author. A statistical analysis was not performed on these data.

Discussion

The results of this study indicate that for kindergarten and first grade children their group membership (black opt-out, white opt-in, black neighborhood) was not significantly related to their performance on a general measure of locus of control, the PPNS-IE. In other words, the children did not differ significantly in their expectancy that

reinforcement (success, achievement) or punishment (failure, nonachievement) is a result of their own personal effort or that it is controlled by external forces such as luck, chance, and powerful others. It should be noted that this sample of children obtained mean PPNS-IE scores that were not significantly different from the normative group. The finding that there were no racial differences in this sample cannot be generalized because of the small number of black children in the sample (N=7). However, for the students in grades 2-6 it was also found that group membership (black opt-out, white opt-in, black neighborhood, white neighborhood) was not significantly related to performance on a general measure of locus of control, the CNS-IE. This finding is similar to those of Milgram (1971) and Milgram et al. (1970) and contrary to the results found by Battle and Rotter (1963), Lefcourt and Ladwig (1966), and Zytkoskee et al. (1971) who reported that minority children are more external than their majority group peers. The Duncan's Multiple Range Test did reveal one significant difference between means as the black opt-out children obtained a significantly higher score than did the white opt-in children indicating that these specific black children have a more external locus of control orientation than do these specific white children. The black opt-out group of children is the only group whose mean score differed significantly from the normative group. One possible explanation for this finding would be taken from the desegregation studies dealing with self-concept, identity, and attitudes. If there are no authority figures for the black opt-out child to identify with, they may indeed feel that they have no control over what happens

to them. McAdoo (1976) found that black children in a rural, all-black school felt more positive about themselves than urban black children in desegregated schools. Gurin, Gurin, Lao, and Beattie (1969) suggest that it is important to assess how realistic it is for a black child to perceive that he/she is in control when many events are beyond his/her control. One would have to assess the specific situatior these children are in to see if something in the environment accounts for their more external orientation compared to their black and white peers who attend the target school. The means scores obtained by the second, third-fourth, and fifth-sixth gra'ers were not significantly different indicating that their performance on the CNS-IE was not related to grade level. This finding is not congruent with Nowicki and Strickland's (1973) research or that of others (Arlin, 1975; Crandall, Katkovsky, & Crandall, 1965; Lefcourt, 1966; Lipton, 1977; Penk, 1969).

A significant relationship was found between group membership (black opt-out, white opt-in, black neighborhood, white neighborhood) and performance on a specific measure of locus of control that assesses perceptions of control over academic achievement (AAA) as the white neighborhood children obtained significantly higher internality scores compared to the black neighborhood children. This finding may simply indicate that the black neighborhood children feel less in control of their academic performance than do the white neighborhood children, which is in correspondence with earlier studies finding racial differences on locus of control measures (Battle & Rotter, 1963; Lefcourt & Ladwig, 1966; Zytkoskee et al., 1971). Grade level was also related to the

performance as the second graders obtained significantly lower scores than the children in grades 3-4 and grades 5-6, indicating that they have a more external locus of control orientation than do their older peers. This finding is not unexpected as the majority of the literature indicates that locus of control is a developmental construct and that one becomes more internal with age (Arlin, 1975; Crandall et al., 1965; Lefcourt, 1966; Lipton, 1977; Penk, 1969). However, this sample of children, as a whole, did obtain lower scores than the children Clifford (1976) included in her study of the revised AAA indicating that they may feel they have less control over their academic achievement than her subjects did. This sample of children may have had limited exposure to some of the terms used in the AAA, but Clifford also indicated that in several instances the children in her study came from classrooms in which teachers indicated that terms such as "tests," "marks," and "homework" are infrequently or never used, thus the differences cannot be accounted for in this way.

The findings regarding the relationship of self-concept to grade level (2, 3-4, 5-6) and group membership (black opt-out, white opt-in, black neighborhood, and white neighborhood) are of major import. It was found that the children in grades 3 and 4 obtained significantly higher self-concept scores than the children in grades 5 and 6 which is in agreement with the results found by Long, Henderson, and Ziller (1967). Although such results might be expected in view of the pre-adolescent and adolescents usual plight, it is important that such information not be overlooked and that attempts be made to deal with the way children

in this age group feel about themselves. The finding that the black neighborhood children obtained significantly higher self-concept scores than did either the white neighborhood or black opt-out children is supportive of the findings of several studies conducted in the 1970s (Fox & Barnes, 1971; Hraba & Grant, 1970; Lipscomb, 1975; H. McAdoo, 1970, 1976; J. McAdoo, 1970; Ward & Braun, 1972) which indicate that black children have a positive self-concept in contrast with earlier studies indicating black children had negative self-concepts (Asher & Allen, 1969; Clark, 1952, 1963; Clark & Clark, 1939; Goodman, 1952; Proshansky & Newton, 1968). This finding has some negative aspects as well since both the black opt-out and white neighborhood children have significantly lower self-concept scores. Attempts must be made to counteract the less positive feelings these children have about themselves. It would seem appropriate to plan additional support systems for the black children who choose to attend a school where the majority of teachers and students are white. Brigham (1971) states "that although the United States white's view of black may be somewhat less negative, it is still radically different from his view of white Americans" (p. 20). Recognition of each black and white student as an individual with a complex set of needs and problems must take place. Further exploration would need to be done to determine why these two groups of students feel less positive about themselves. Another positive finding that should not be ignored is that compared to the normative group, all groups of children included in this study obtained self-concept scores that were at least in the average range

with the black neighborhood children and third and fourth graders obtaining scores slightly above average. If one believes that a child's self-concept results from the interaction with the environment and the extent to which the groups the child belongs to are socially acceptable, then all these children must be in environments that are to some extent accepting and supportive.

The tabulation of the interview responses indicate that for the most part children and parents view the child's present school program as positive. The majority (61%) of parents of black children who decided to send their child to another school indicated they were dissatisfied with the target school; whereas the majority (62%) of the parents of the white opt-in children chose the target school because of the individual attention and/or programming the children would receive. The majority (60%) of the parents of the white opt-in children who left the target school after one or more years indicated the child left because the other school was closer to home and/or the children wouldn't have to ride the bus. The children generally indicated they did not make the decisions regarding school selection. Although the majority of the children liked riding the bus (86% of the white children and 56% of the black children), there were enough answering no or qualifying their answer to warrant looking at their specific responses to the question as well as at the parents' responses to whether the bus ride was a factor in school selection..

It is apparent that the majority of white opt-in children (80%) and their parents (79%) and the black neighborhood children (94%) and their parents (63%) believe that the target school provides special services

that are not provided by other schools, whereas the majority of the black children who have opted out and their parents do not believe this. This is understandable in view of the school selection each group has made. The responses indicated that a variety of services and experiences are viewed as special. An overwhelming majority (79-84%) of children and parents (93-100%) are happy with the help the children receive at school. The majority (60%) of white parents did not feel they learned anything new regarding ethnic and racial group, but that they did believe their children learned more and that it was either positive or neutral information. The majority of black (94%) and white (87-92%) children indicated that they made new friends at their new school.

Regarding parent participation, the majority of the parents (94% of black parents; 93% of white parents) whose children participate in the voluntary desegregation programs participate in school activities, whereas the majority (75%) of the parents of black neighborhood children do not.

The majority of the children that were asked their attitudes toward school indicated they would recommend the school to their friends (88% of black opt-out children; 87% of white opt-in, grades 2-6; and 71% of white opt-in, K-1). However, 46% of the white opt-in children in grades 2-6 indicated that other people in their neighborhood said negative things about the target school.

All of the parents of white opt-in children would recommend the target school program to other parents, although some did qualify their

response. Less than half of these parents indicated that their neighbors were aware of the programs at the target school and of those who were aware, 50 or 52% made positive comments.

It appears from the results of this study that the relationship between voluntary reduction of minority isolation and children's perception of control over what happens to them, their self-concepts, and the attitudes of the children and their parents toward such programs is generally positive. Most of the children's perceptions of control are in line with age expectations, as is their performance on measures of self-concept, and the attitudes of the children and the parents toward the programs are overwhelmingly positive. Very positive progress has been made in helping students see differences among themselves as assets rather than deficiencies. Continued action should be taken to assist these children. As Harris, Jackson, and Rydingsword (1975) pointed out, there is no one particular mechanical solution to segregation. However, the results of this study are in accord with those of Seldon (1975) which point out that the positive factors in a voluntary program far outweigh the negatives. It is important to see if there are differences in these variables for children who have participated in mandatory vs. voluntary desegregation programs and also to look at what happens to these children in junior and senior high school.

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Table 1

Number of Children in Primary Sample

Grade	Groups			
	Black Opt-Out	White Opt-In	Black Neighborhood	White Neighborhood
K-1	2	58	5	0
2	5	11	13	24
3-4	11	23	22	41
5-6	11	9	21	43
Total of All Grades	29	101	61	108

Table 2

Number of Children and Parents/Guardians Interviewed

Groups	Grade							Sex	
	Kdg.	1	2	3	4	5	6	Male	Female
Black Opt-Out									
Child	3	0	5	10	2	4	8	13	19
Parent	2	0	4	10	1	4	6		
White Opt-In									
Child	28	20	4	3	4	3	1	38	25
Parent	25	17	3	3	5	3	1		
White Opt-In now attending own neighborhood school									
Child	6	2						6	2
Parent	4	1							
Black Neighborhood									
Child	3	3	3	3	1	2	1	8	8
Parent	1	3	2	3	0	1	0		

Table 3

Analysis of Variance of Group Membership and Grade Level for CNS-IE Scores

Source	df	SS	F	p
Grade	2	40.828	.66	.517
Group Membership	3	160.588	1.73	.159
Grade x Group Membership	6	185.626	1.00	.425

Table 4

Means of CNS-IE Scores* for

Each Group and Grade Level

	Groups			
Grade Level	Black Opt-Out	White Opt-In	Black Neighborhood	White Neighborhood
2	19.60	16.90	20.61	18.50
	N=5	N=11	N=13	N=24
3-4	18.72	17.69	18.54	18.58
	N=11	N=23	N=22	N=41
5-6	23.18	17.55	17.76	19.48
	N=11	N=9	N=21	N=43

*A higher score = a more external locus of control.

Table 5

Analysis of Variance of Group Membership and Grade Level for AAA Scores

Source	df	SS	F	p
Grade	2	1075.866	6.22	.0025*
Group Membership	3	875.689	3.37	.0196*
Grade x Group Membership	5	281.460	.65	.6640*

*Significant beyond .05 level.

Table 6

Means of AAA Scores* for

Each Group and Grade Level

Grade Level	Black Opt-Out	White Opt-In	Black Neighborhood	White Neighborhood
2		56.60	63.00	63.40
	N=0	N=5	N=1	N=5
3-4	69.40	68.30	63.76	70.07
	N=10	N=23	N=22	N=41
5-6	66.60	71.66	67.68	72.20
	N=10	N=9	N=22	N=43

*A higher score = a more internal locus of control

Table 7

Analysis of Variance of Group Membership and Grade Level for Self-Concept Scores

Source	df	SS	F	p
Grade	2	1277.774	4.11	.017*
Group Membership	3	1802.722	3.87	.010*
Grade x Group Membership	6	1524.354	1.64	.138

*Significant beyond .05 level.

Table 8

Means of Self-Concept Scores* for

Each Group and Grade Level

Grade Level	Black Opt-Out	White Opt-In	Black Neighborhood	White Neighborhood
2	48.80	58.81	54.73	57.33
	N=5	N=11	N=15	N=24
3-4	60.72	58.95	65.45	55.54
	N=11	N=23	N=22	N=42
5-6	51.27	51.10	60.90	51.53
	N=11	N=9	N=22	N=43

*A higher score = a more positive self-concept.

Table 9

Analysis of Variance of Group Membership for the PPNS-IE Scores of Kindergarten and First Grade Children

Source	df	SS	F	p
Group Membership	2	11.146	.65	.525

Table 10

Means of PPNS-IE Scores* for Each Group of Kindergarten and First Grade Children

Groups			
Black Opt-Out	White Opt-In	Black Neighborhood	White Neighborhood
11.50	13.08	14.20	
N=2	N=58	N=5	N=0

*A higher score = a more external locus of control.

THE RELATIONSHIP BETWEEN VOLUNTARY REDUCTION OF MINORITY ISOLATION AND VARIED MEASURES OF AFFECT

Schedule of Activities

November 1977	The principal investigator met with Dr. Tom White, Administrative Assistant, Cedar Rapids Public Schools, and Dr. George Ross, Director of Research, Cedar Rapids Public Schools, to discuss her research interests and the school's needs concerning information about their voluntary desegregation programs.
December 1977	Proposal submitted to the College of Education Research Committee.
February 1978	Notification of bloc allocation award for proposal (graduate assistant funding).
February 1978-May 1978	The principal investigator met with Drs. White and Ross, and Mr. Steve Chambliss, Desegregation Facilitator, to discuss the study and determine specifically what needed to be done and what could be done.
June 1978-August 1978	Reviewed self-concept and locus of control measures.
August 1978-November 1978	The principal investigator and her graduate assistant met with numerous administrative personnel for the Cedar Rapids Public Schools along with Dr. Ross, the Principal, and the Desegregation Facilitator at the target school. The proposal was rewritten to meet the needs of administrators, the target school, and the researchers.
November 1978-January 1979	The principal investigator and her graduate assistant met with the school personnel in the target school in order to develop the parent and student interview forms. The content of the forms was based on a needs assessment of the staff members at the target school.
January 1979	The final proposal was approved by the Committee on Research with Human Subjects.
January 1979-May 1979	Gathered data.
June 1979-October 1979	Analyzed data.

November 1979	Wrote complete report of study (105 pages) for College of Education Research Committee and for administrative personnel in the Cedar Rapids Public Schools. Wrote 5-page report for staff at target school and principals of schools black children had opted in to. Made an oral presentation of the findings of the study to the entire staff of the target school.
January 1980	Submitted an extension of the original research proposal to the College of Education Research Committee.
February 1980	Awarded a bloc allocation award for the extension for the 1980-81 academic year.
December 1980	Condensed the complete report of the study into a manuscript suitable for publication.